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AUTHOR	Harding, Margaret; And Others
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ABSTRACT

Forms used for data collection in the Cornell-OEO Project fall into the categories of recruitment and selection, family assistant training, in-service training, supervisory records of family assistants, service-family contacts and visits, reports on visits to Cornell-OEO Project, work with groups outside the project, and analysis forms. Twenty-five forms are included with a statement of their purpose, use pattern, and by whom they were to be completed. Some of the problems encountered in data collection were timing, data transmission delays, language barriers, reluctance to report negative data, and incompatibility of forms and work content. (MS)

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CORNELL OEO PROJECT:

AN EXPLORATION IN URBAN EXTENSION ACTIVITY

Supplementary Report No. 5

Forms for
Data Collection

Margaret Harding
Martha Cheney
Edward Ostrander

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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FORMS FOR DATA COLLECTION

Margaret Harding, Assistant to the Research Director
Martha Cheney, Research Assistant
Edward Ostrander, Research Director

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TABLE OF CONTENTS

	Page
An Overview of the Cornell-OEO Project in South Brooklyn	3
Mechanics for Collection of Data About Families Served	9
Problems in Data Collection	10
Specific Data Collection Problems	10
Timing of introduction of forms	10
Data transmission delays	11
Language barriers	11
Incomplete responses	12
Misunderstanding of questions	12
Incompatibility of forms and work content	12
Reluctance to report negative data	13
Research recording as part of the staff role	13
Forms Used for Data Gathering in Cornell-OEO Project	14
Recruitment and Selection	14
Family Assistant Training	15
In-Service Training	16
Supervisory Records of Family Assistants	16
Service - Family Contacts and Visits	17
Reports on Visits to Cornell-OEO Project	18
Work with Groups Outside of Cornell-OEO Project	19
Analysis Forms	19
List of Forms Included in this Supplement	20
Copies of Forms Used	21

AN OVERVIEW OF THE CORNELL-OEO PROJECT IN SOUTH BROOKLYN

The Cornell-OEO Project in South Brooklyn, N.Y. was an attempt to develop and adapt the traditional methods of Cooperative Extension to serve better the needs of the urban poor. It was a demonstration project, undertaken jointly by the New York State College of Home Economics at Cornell University and the New York State Office of Economic Opportunity,[1] with a commitment to training, service, and evaluative research. It was funded by the New York State Legislature for a two and one-half year period, from November, 1968 through June, 1971.

The major goal of the project was to improve the competence of low-income homemakers in the areas of purchasing, budgeting, and home management. Additional goals were to improve the feelings of self-worth of these homemakers and other members of their families, to improve their ability to make use of various community services, and to mobilize some community activity to increase the range of services available. During the project, 38 women from the community were trained to be teaching homemakers and employed by the project as soon as their training was completed. The title they chose for themselves was "family assistant," and the range of their activities was considerably broader than that of teaching homemakers. In the later stages of the project a major goal became enhancement of the ability of the family assistants to take leadership roles in the community after the project was over. To this end they were given a final round of training in various human relations and leadership skills during the last six months of the project.

Physical Setting and Project Administration

The specific area served by the project includes roughly 60,000 people in and around two New York City public housing projects, Gowanus Houses and Wyckoff Gardens. The neighborhood is ethnically mixed, not in neatly balanced thirds as originally believed, but with about two-fifths of the families black, two fifths Puerto Rican (or Spanish-speaking), and the remainder from other ethnic groups. An apartment was rented in Wyckoff Gardens

[1] The names were subsequently changed to the New York State College of Human Ecology and the New York State Office of Community Affairs.

for use as a teaching and service facility, and also to provide office space for some staff members.

The first five months of the project were devoted mainly to working out administrative and facility arrangements and to recruiting key staff. The project director, Albert J. Harris, Jr., had been a program director at Colony House, the major community center in the project area. The training director, Miss Suzanne Matsen, had been an assistant professor in consumer education at the College. She moved to New York City in the late fall to initiate preparations for the project. The research director, Edward Ostrander, an associate professor at the College, remained in Ithaca where most members of the research staff were located. Other key staff included a research associate in Brooklyn and several group workers who supervised the activities of the family assistants.

Training and Service

The first group of 12 trainees was recruited in March, 1969. In a little over a year four groups or waves, each composed of eight to 12 women, were trained. Each wave participated in a half-day, eight-week course covering 168 hours of field and classroom training. The training content they covered included food and nutrition, child development, interior decoration, money management, family health, consumer protection, the family life cycle, and skills in working with families. The curriculum content and manner of presentation evolved from one wave to the next. Revisions were based on the suggestions of the trainees, initiative of the instructors, and availability of appropriate outside personnel.

Women who were graduated from the course were given the title, "family assistant." After graduation, family assistants visited community homes to work with families on a one-to-one basis. In the service phase, the family assistants' workweek was officially 20 hours. Twelve hours were to be spent working with families and the remaining eight hours devoted to in-service training. At first family assistants recruited their families by going door-to-door and explaining the project services. Once contact was made with families the urgency of some problems often resulted in involvement far exceeding the 12 hour workweek. It became evident from the outset that many of

the problems encountered by the family assistants were not narrowly related to home management and consumer education but encompassed the gamut of human problems including interpersonal relations, health, alcoholism, drugs, housing, and school and welfare issues.

Family assistants quickly found they could help alleviate many of these problems by telling the family which existing community agencies or resources might provide assistance. This expeditor role was a common one for family assistants to play early in the project history. In other cases the family assistant actually took people to an agency and sometimes assumed an advocacy role for the family in dealing with the agency.

In-service training activities for family assistants were extremely varied. Formal teaching, demonstrations, discussions, sensitivity training, and field trips were used to increase knowledge and develop skills in interpersonal relations. Some speakers were invited from New York City social service agencies and other content specialists came from Cornell. Occasionally the in-service training involved a continuing program, such as a workshop in sewing or furniture refinishing. Other in-service activity included Red Cross home health training that had implications for future employment.

The individual contact or one-to-one approach to families was retained throughout the project Families continued to request service or continued to be contacted primarily through word-of-mouth communication. As the project matured additional activities were undertaken. Family assistants and staff organized into special interest committees on education, housing, and child care to actively participate with already functioning groups in the community to try to improve community resources and delivery of service. Family assistant members of this committee attended community meetings and reported back to the project staff.

Workshops also were held for the community residents in facilities provided by the project. Family assistants and staff taught sewing, furniture refinishing, and interior decorating to groups of community residents. The workshops for community groups extended the outreach of the project to new people who had not been contacted previously by family assistants. Project staff, including family assistants, participated in classroom panel discussions on the Cornell Campus several times during the course of the project.

Evaluative Research

The research component of the project had three major objectives: (1) to collect and interpret data useful to the project administration in revising training plans and priorities for service activities; (2) to maintain systematic records of project activities that could be used in later analysis of the project as a social enterprise--more specifically, as a venture in university-community cooperation; and (3) to assess the impact of the project on its Brooklyn staff, the families they served, and on the surrounding community.

The major obstacle to these goals was the intense distrust of all types of research activity by most of the paraprofessional members of the Brooklyn staff. Many family assistants freely voiced the suspicion that the Ithaca-based research staff had ulterior motives and would exploit them and the families with whom they worked. They expressed resentment over the long history of research reports that have highlighted derogatory information about minority groups. Such inquiries and reports are seen both as invasion of privacy and as exploitation of people in unfortunate circumstances. In the experience of the family assistants, research studies seldom if ever lead to any observable benefit to the subjects of research.

Two major approaches were used by the research staff in attempting to deal with this distrust. The first was an agreement that there would be no systematic attempt to collect research data outside project goals. Project research data would come through reports made by family assistants and records of Brooklyn training sessions and staff conferences. Any exception to this rule would be with the approval of the staff and participants. An early exception was made with the agreement of participants to enable a graduate student member of the research staff to collect data for her thesis.

The second major approach was a series of visits to Brooklyn by members of the Ithaca research staff, and a series of conferences and guided interviews in both Brooklyn and Ithaca with key members of the Brooklyn staff.

These approaches were successful in making possible the regular collection of research data throughout the life of the project; however they represented a compromise that was not very satisfactory to any of the parties

concerned. In particular, getting usable reports from the family assistants proved to be far more difficult than the research staff had expected. Nevertheless, the family assistants eventually made reports on most of their dealings with families, and the research staff developed a reasonably objective system for recording major problems faced by families and the major types of service given to them.

Research Findings

Probably the most important lesson learned was that the project actually could be carried out, including all three components of training, service, and evaluative research. The project has provided important evidence that it is indeed possible to adapt the traditional methods of Cooperative Extension to serve the needs of the urban poor. The project has also indicated that the major modification required is the employment of paid paraprofessionals to work with individuals and families on a one-to-one basis. Though this adds tremendously to the cost of extension work, it seems to be essential for comprehensive, family-oriented programs in poverty areas.

The research efforts of the project have shown once again the tremendous gulf that lies between the goals and assumptions of middle class academic people--including both those professionally trained in Cooperative Extension and those professionally trained in research--and the goals and assumptions of the urban poor and their developing community leaders. More importantly, perhaps, the project has shown that under favorable circumstances it is possible to reach a fair degree of mutual understanding, and to develop arrangements that make possible cooperative efforts toward the goals of each group. These arrangements are difficult to work out, and they require considerable modification of the initial assumptions of all groups concerned.

Lessons Learned

These "lessons" learned from the whole project experience seem more firmly established than any specific "research findings." The most important research finding is probably the discovery that families with a considerable number of pressing problems are unable to utilize help in the areas of home management and consumer education, even when this help is offered on a one-to-one basis. These families often did benefit from direct personal help by the family assistants. The commonest kinds of personal help were: taking

a family member to a medical clinic or social agency, serving as an interpreter to non-Spanish-speaking agency personnel, interceding for a family with welfare or educational authorities.

The impact of the Cornell-OEO Project proved very difficult to assess. It was most dramatic--although probably not lasting--on those individuals for whom family assistants provided direct personal help with some immediate pressing problem. It is likely that in many families there were more lasting results from the educational efforts of the family assistants--mainly in the areas of better purchasing practices and greater ability to make use of existing community services. It is difficult to document these results in the absence of a follow-up study.

The staff believes that the project has had a major impact on the self-image and social competence of the majority of family assistants employed in it, though this would be very difficult to document objectively. There is no doubt, however, that a number of family assistants have gone on to jobs involving more responsibility than any they had held before participating in the Cornell-OEO Project, and that others are playing more active roles in community affairs than they did previously. The enduring impact on the general South Brooklyn community can only be assessed in the years to come.

FORMS FOR DATA COLLECTION

When the decision was made to center the research analysis on the college campus it became necessary to develop mechanisms for recording and conveying information from the project site in South Brooklyn to Ithaca. The person responsible for what turned out to be a yeoman's task of coordinating the flow of data was the Research Associate in South Brooklyn. The major device was a series of forms on which to report recurrent project activity. The data reported on forms was supplemented by occasional structured interviews with key staff and regular telephone consultations.

These forms were developed to serve several purposes:

1. To record the project's work with community families for both research and supervisory use.
2. To record the project's work with groups in the community other than project staff members.
3. To record information about family assistants.
4. To record and evaluate the pre-service and in-service training programs.

Mechanics for Collection of Data About Families Served

The family assistants turned in reports about their work with families to the group workers who in turn passed them along to the research associate. Both the group workers and the research associate had responsibility for reviewing the reports, adding details, and when necessary asking family assistants for clarification. Usually forms were sent to Ithaca

exactly as written by family assistants. When the original comments were in Spanish, they were accompanied by translations. In Ithaca, the reports were xeroxed and the originals returned to Brooklyn for the service files. The majority of the reports handled in this way were two-page family visit reports. Over 5000 family visit reports were submitted during the 23 months of contact with families. Though providing a wealth of information about problems and service the files became very repetitious and bulky in the case of continuing service.

Problems in Data Collection

Certain problems were encountered repeatedly with all types of forms which were completed in South Brooklyn amd mailed to Ithaca. These problems can be understood against the background of actual project experience. Their importance lies in the fact that the research effort of the project was largely dependent for data on this method of collection. At the time when they were designed the research staff still hoped to use them to find evidence of individual change.

Specific Data Collection Problems

1. Timing of introduction of forms

   Forms were sometimes developed as a means of keeping a record of a particular service or other activity that was already underway. In some cases an existing form was revised to more completely record the kinds of activity most often reported at just about the time another change in activity was being made. The revisions were always done in collaboration with the Brooklyn staff, on length,

wording and other pragmatics. Even so, the Ithaca research staff rarely had any advance notice that changes in program were imminent.

2. Data transmission delays

These delays can be traced to several points in the links from service to Ithaca files. There were frequently delays running as long as three months between the date of the service and the date the report was received in Ithaca. Partly due to the family assistant's dislike for filling out forms, the reports were frequently slow to get into the group worker's hands. The transmittal from the group worker to the research associate was another link. Getting accumulated copy packaged by the research associate and into the mails at the post office sometimes resulted in more delay. Additional concerns were outside the control of anyone affiliated with the project. These ranged from a postal strike to reports that children had been seen throwing lighted matches into the mailboxes where the research associate usually deposited her weekly reports.

3. Language barriers

Some of the early reports were unintelligible. The Spanish-speaking family assistants were trying to report in English and their spelling was almost exclusively phonetic. A workable solution arrived at after a few months was to encourage these family assistants to write in Spanish. A bilingual key staff member translated them before mailing.

4. Incomplete responses

A majority of forms were incompletely filled out. These required many phone calls back and forth to try to get enough information to make meaningful use of the data in hand. However, some family assistants were very eloquent on occasion when describing work they had found satisfying or the vexing problems of a particular family. At times they also expressed negative feelings very clearly. The incomplete responses resulted in many information discrepancies that were usually reconciled eventually.

5. Misunderstanding of questions

Even though the forms were usually products of service-research staff collaboration and were pretested by the key staff before they were put into use, there was still confusion about the intent of particular questions. The problem was more common in the initial months of the project when the research staff frequently included questions requiring fairly abstract judgments. The four link communication chain extending from the Ithaca research staff to South Brooklyn research associate, then to group workers or other key staff and from them to the family assistants created opportunities for distortions. The research associate used some class time to explain the correct use of specific forms but there was no systematic provision for training as research data gatherers.

6. Incompatibility of forms and work content

Some of the original forms were developed initially to collect information that the project proposal outlined. During the first

year there was much less emphasis on home economics information per se than had been expected. Therefore the forms had to be revised to accommodate the range of content and activities the project actually involved.

7. Reluctance to report negative data

The research function included understanding the ongoing process as well as project outcomes. Therefore reports on contacts which did not develop into regular service with families and other unsuccessful reports about attempts at service were valuable and should have been reported. The group workers and family assistants were unable to recognize the value of information about malfunction. They thought negative comments reflected personally on the people carrying out the activity and should not be revealed. Reports on malfunctions or failures emerged most often indirectly. Few on-site participants were ever convinced of the usefulness of negative data for program improvement.

8. Research recording as part of the staff role

Many of the family assistants regarded record keeping as an extra burden which was not really part of their job. This view persisted even though the evaluative research component of the project was discussed during the first week of each group's training course. The group workers reportedly shared this attitude. Descriptions of the family assistants' twenty hour work week usually alloted 12 hours to work with families, eight to

in-service training and none specifically for reporting. If pressed, the record keeping was to be done on in-service time. Family assistants felt pressure to spend more time with their assigned families and in-service sessions were often devoted to discussion of urgent service problems. The family assistants and group workers who wanted to expand on required information such as reporting "success story" in detail were encouraged to do so. The visit report form invited additional comments through the use of open-ended questions and extra writing space.

FORMS USED FOR DATA GATHERING IN CORNELL-OEO PROJECT

RECRUITMENT AND SELECTION

Title:	Application for Trainee (#000 & 001)
Completed by:	Candidate for position as family assistant trainee
Purpose:	To screen potential candidates
Use Pattern:	Used by key staff in selection process and made available to research staff for demographic data

***

Title:	Family Assistant Interview Summary (#010 & 011)
Completed by:	Key Staff who interviewed candidate
Purpose:	To gather background data for screening potential candidates
Use Pattern:	Used by key staff for selection of trainees for Waves I and II and made available to research staff.

***

Title: Family Assistant's Interview Summary (#012 9/26/69)

Completed by: Key staff member(s) interviewing trainee candidates

Purpose: To supplement application blank information on work history, activities, education and attitudes about work and community issues.

Use Pattern: Used by key staff as aid in selection process for Waves III & IV and made available to research staff for evaluation purposes.

***

Title: Agency-Organization Recommendation for Position of Trainee

Completed by: Personnel from recommending agency or organization

Purpose: To get names of promising trainees

Use Pattern: Used only for Wave I

***

Title: Termination Interview Report (#030 9/23/69)

Completed by: Key staff member

Purpose: A record of participant's reactions to program, reasons for leaving and comments of relevance to selection procedure and project activities.

Use Pattern: So few people left the project before it closed that form was not used in evaluating selection procedures. It did provide data on family assistant's plans when leaving.

***

FAMILY ASSISTANT TRAINING

Title: Training Program - Daily Summary (#120 10/7/69)

Completed by: Teacher or key staff observer

Purpose: To provide description of training session's content and activity as well as the reporter's evaluation of the session.

Use Pattern: A burden to teaching staff and as filled out were not useful to research staff. Not used for fourth group of trainees.

***

Title: Training Program Weekly Summary (#130 10/7/69)

Completed by: Teacher or key staff observer

Purpose: Provide a brief evaluation of an entire week's training. Coverage, reception and appeal of week's material was rated.

Use Pattern: Used for brief period but was considered a burden to the teaching staff.

***

Title: Weekly Summary by Trainees or Family Assistants: Training Programs and In-Service Training Sessions (#140)

Completed by: Trainee or Family Assistants

Purpose: To provide a brief evaluation of trainees' reactions to the training and what was most useful to them.

Use Pattern: Family Assistant found them difficult to use correctly

***

IN-SERVICE TRAINING

Title: In-Service Training Report Form (#210 10/1/69)

Completed by: Group worker or other key staff member

Purpose: Description and evaluation of session location, coverage and activities. Attendance and future plans were outlined.

Use Pattern: Use was limited and all training forms were abandoned after a trial period.

***

SUPERVISORY RECORDS OF FAMILY ASSISTANTS

Title: Group Worker's Report of Family Visit (#310)

Completed by: Group Worker

Purpose: Evaluation of family assistant's work with families by the group workers, to be used for supervisory purposes.

Use Pattern: Form was developed and revised early in the project. It was not used because of ambiguity in defining the role of the group worker. After the male group workers were hired, the original form (not the revised one) was used several times but usually did not reveal much to the research staff because comments were general and conveyed little specific information.

***

SERVICE - FAMILY CONTACTS AND VISITS

Title: Service Record Sheet (Monthly) (#400 9/29/69)

Completed by: Group Worker assisted by Research Associate

Purpose: To summarize the month's work with families, to show end of the month status of work with family, and indicate reasons for termination of service.

Use Pattern: Was used for several months but group workers felt it was "busy work" and except when group worker made comments the form did not supplement information already available from visit reports. Did not have intended use as an aid to supervision by group workers.

***

Title: Family Service Report (#410 2/24/70 - originally called Family Visit Report - revised 3 times)

Completed by: Family assistant, reviewed by group worker or research associate

Purpose: To provide a brief but comprehensive summary of topics discussed during the visit, specifics of services provided, major family problems, administrative information on family name and address, and time, length, and setting of visit.

Use Pattern: Completed after each service visit to give concise information about visits to group worker supervisor and research staff. Basic data gathering form used along with Family Information Sheet by research staff for classification of problems and services.

***

Title: Family Information (#410a - 3/24/70 - revised 3 times, originally part of Visit Report Form, was used as separate sheet later)

Completed by: Family assistant, reviewed by group worker or research associate

Purpose: To provide a simple record of basic information about the family for on-site files and to provide research staff with descriptive and process information about families worked with in the project.

Use Pattern: Data recorded on form after first visit to family. Additional details filled in subsequently following later contacts. Research associate usually had to supply information. Demographic data about the families was obtained from these sheets which provided the basis for classification by family life cycle.

***

Title: Record Sheet for Action Between Visits (#411)

Completed by: Family Assistant or Group Worker

Purpose: To record casual visits or contact between "official" visits or to indicate progress on work with families without detailing redundancy of total form.

Use Pattern: Used only a few times and seldom as intended. Family assistant sometimes used it as substitute for visit report. The last revision of Family Service Report included items on any action taken between visits.

***

Title: Family Referral Form (#430)

Completed by: Person who made contact or received referral by telephone, personal contact, letter. Secretary, family assistant or group worker.

Purpose: To identify name, address, phone number of the person wanting service and nature of disposition of the referral.

Use Pattern: Used briefly in early project period when there were quite a few telephone referrals. Was later dropped.

***

Title: Report of Termination (#440 - revised 3/24/70)

Completed by: Group Worker (and Family Assistant)

Purpose: To provide dates and basis for termination of service with family, identification of family, and summary of work with family, accomplishments and agencies dealt with.

Use Pattern: Was intended to give Group Worker an opportunity to comment on the Family Assistant's work with the family, but in practice the Family Assistant sometimes filled it out herself. When it was used, the information given was helpful, but it was not used often until near the project's close.

***

REPORTS ON VISITS TO CORNELL-OEO PROJECT

Title: Reports on Visits to Cornell-OEO Project in South Brooklyn (#600 10/10/69)

Completed by: Ithaca-based Cornell resident teaching and extension staff who visited the project.

Purpose: Provide information for a substudy of faculty participation in the project and to gain additional insight into community problems.

Use Pattern: Included visits made from April through December 1969, mostly for teaching purposes. Use was discontinued after substudy was completed.

***

WORK WITH GROUPS OUTSIDE OF CORNELL-OEO PROJECT

Title: Report on Cornell OEO Work with Groups Outside the Project (#700 10/28/70)

Completed by: Staff member responsible for program with help of group worker

Purpose: Record of meeting's purpose type and size of group; evaluation of audience reaction.

Use Pattern: Work with groups was often mentioned first on a Family Service Report. This form helped to fill in details. It was used only for educational groups, so information on social action involving groups did not emerge.

***

ANALYSIS FORMS

Title: Quarterly Report on Number of Families Helped

Completed by: Research Assistant in Ithaca

Purpose: To keep track of number of families being served during each period and number of new families contacted.

Use Pattern: Summary of volume of service, used in compiling data for semi-annual and final reports.

***

Title: Problem-Service-Visit Matrix "Pink Sheet"

Completed by: Research staff in Ithaca

Purpose: Tally of services rendered and problems observed for each family for each visit..

Use Pattern: Summary of work with each family; used to determine major problems and services for all families.

***

LIST OF FORMS INCLUDED IN THIS SUPPLEMENT

000-009 Recruitment and Selection of Family Assistants

001 Application Form
010 Family Assistants' Interview Summary - Wave I
011 Family Assistants' Interview Summary - Wave II
012 Family Assistants' Interview Summary - Waves III and IV
020 Recommendation Form
030 Termination Interview Report

100-199 Family Assistant Training

120 Training Program--Daily Summary
130 Training Program--Weekly Summary (Teacher or Observer)
140 Training Program and In-Service Training Session--Weekly Summary (Trainees and Family Assistants)

200-299 In-Service Training

210 In-Service Training Report Form

300-399 Supervisory Records of Family Assistants

310 Group Worker's Report on Family Visit

400-499 Service--Family Contacts and Visits

400 Service Record Sheet
--- Family Assistant's Report (first form used)
410 Family Assistant's Visit Report (8/6/69)
410 Family Assistant's Visit Report (12/10/69)
410 Family Service Report (3/24/70)
410a Family Information Sheet (12/10/69)
410a Family Information Sheet (3/24/70)
411 Record Sheet for Action Between Visits
430 Family Referral Form
440 Report of Termination

600-699 600 Report on Visits to Cornell-OEO Project in South Brooklyn by Ithaca-Based Cornell Staff

700-799 700 Report on Cornell-OEO Work with Groups Outside the Project

Unnumbered Forms (used for analysis)

Quarterly Report on Number of Families Helped
Problem-Service-Visit Matrix (Pink Sheet)

NEW YORK STATE COLLEGE OF HOME ECONOMICS
A STATUTORY COLLEGE OF THE STATE UNIVERSITY
AT CORNELL UNIVERSITY, ITHACA, NEW YORK 14850

CORNELL - OEO PROJECT

APPLICATION FOR TRAINEE
in home economics and consumer education program

Name_____ Date_____
Last First Middle

Address_____
Street City State Zip Code

Telephone Number_____ Social Security No. _____

PERSONAL DATA

Age* _____ Height_____ Weight_____ Sex* _____

Are you an American Citizen? _____ Yes _____ No

Marital status: ____married ____widow
____single ____widower
____divorced ____separated

Number of children at home_____Ages_____

How many other people do you support?_____

Full name of husband or wife_____

Where does he or she work?_____

Describe any health problems you have:_____

Describe any physical limitations:_____

Have you had any serious illnesses in the past 10 years?_____

If yes, explain:_____

Do you have children who will require child care while you work?_____

If yes, how many?_____

Does your family receive welfare assistance?_____

If yes, what is the total amount per month? $_____

What language (s) do you speak?_____

What was the last grade in school which you completed?_____

*The New York Law Against Discrimination prohibits discrimination because of age or sex.

3/11/69

INTERVIEW SUMMARY

1. Name_____

2. Address_____

3. How long have you lived in your present apartment/house?_____

   Where did you live before?_____

   How long did you live there?_____

4. Have you worked outside the home before? _____Yes _____No

   (If yes) What kinds of jobs have you had?_____

   How long did you work?_____

   When did you last work?_____

5. What arrangements will you make for care of your children while you are working?_____

   _____

6. How does your husband and/or family feel about your working in this Project?

   _____

   _____

7. How do you feel about working with people of different origins and races; income levels, customs, and of different personal and family background?

   _____

   _____

   _____

8. Do people ever come to you to talk over their problems?_____

   _____

   What kinds of problems do they talk to you about?_____

   _____

   Do you find most people are pretty easy to talk to? Do they seem to warm up to you pretty quickly? Give an example of the kind of people you enjoy talking with._____

   _____

   _____

9. How do you feel about teaching or helping others in an individual or group situation?_____

_____

10. How do you feel about going into someone else's home and teaching them some of the things you have learned about home economics?_____

_____

_____

11. How can most people be helped to solve their problems?_____

_____

_____

12. What are some of the things you do as wife and/or mother that you enjoy doing?_____

_____

13. What do you and your family hope to be doing in the next year or so to make your family living more enjoyable?_____

_____

14. How do you feel about working with the same type of activities that you do at home? (That is, you may be working with a family who has concern about their young children, then you go home to your own children; same in terms of helping another person with shopping, then do own?)_____

_____

_____

15. How do you feel about having someone (Group Worker) supervise your work?

_____

_____

16. How do you feel about speaking to a group?_____

Do you write letters to relatives or friends?_____

What kinds of things do you like to read?_____

What are some of the things you would like to learn more about to help you in dealing with things around the home?

Cornell OEO Project June 20, 1969

FAMILY ASSISTANTS

INTERVIEW SUMMARY

1. Name_____

2. Address_____Phone #_____

3. How long have you lived at your present address?_____

4. Where did you live before?_____

5a. How long did you live there?_____

5b. If less than six month period ask: where else have you lived in the last five years?_____

6. Have you worked outside the home before? Yes_____ No_____

7. What was your last job?_____

7a. Tell me a little about what you did?_____

8. When did you have that job? _____
From: Month Year to: Month Year

9. Tell me about some of the jobs you held before that?

Job	Dates held

10. What are some of the things you liked about the jobs you have held?

11. What are some of the things you have disliked or wished you could change about the jobs you have held?

12. Have you participated in any demonstration projects or other programs similar to this one? as a trainee or staff member? Yes_____ No_____

If Yes what was the program and when did you participate?

Program Name Dates

13. What arrangements will you make for care of your children while you are working?

14. Have you talked to your husband or family about working with this project?
Yes____ No____

15. What is their feeling about your working?

16. What kind of contact do you have with your neighbors?

17. Do people ever come to you to talk over their problems? Yes_____No_____

17a. What kinds of problems do they talk to you about?

(HAND RESPONDENT CARD A)

18. Which of these problems or things have people talked to you about recently?

( ) Child Care and Adolescent Problems
( ) Education or school matters
( ) Food and Food Preparation
( ) Health and Medical Problems
( ) Home Care and Decoration
( ) Job Problems
( ) Legal Matters
( ) Money Matters-i.e. bills, loans, etc.
( ) Neighborhood Problems
( ) Personal or Family Relations
( ) Shopping or Buying Problems
( ) Other: PLEASE EXPLAIN

19. Do you find people are pretty easy to talk to? Do they seem to warm up to you pretty quickly? Yes_____ No_____

19a. Give an example of the kind of people you enjoy talking with?

20. How do you feel about teaching or helping others in an individual or group situation?

21. How do you feel about going into someone else's home and teaching them some of the things you have learned in this training?

22. When people come to you with problems how do you try to help them? (Ask: How does it finally end up?)

23. Some people seem to have a lot more problems than others. Why do you think that happens?

24. What are some of the things that you enjoy doing as a wife and mother when you have time?

25. What does your family hope to do in the next year or so to make your living as a family more enjoyable?

26. How do you feel about working with people on the same type of problems that you face at home? (That is you may be working with a family who has concern about their young children, then you go home to your own children. Or you help a person with shopping problems; then you do your own shopping?)

27. How do you feel about having someone (The Group Worker) supervise your work with the families?

28. What kind of help or direction do you see a supervisor giving you in a job like this?

29. What are some of the things you would like to learn more about to help you in dealing with things around the home or apartment?

Form 212 F-23
2/23/68

CORNELL OEO PROJECT

Instructions to Interviewers

Interviews should not be ordeals. A little chit-chat before the interview begins may help the applicant to be more at ease. In addition, it should be pointed out that many of the questions have no right or wrong answers--we are just interested in her opinions.

Throughout the interview we would like supplementary material--such as signs of enthusiasm, understanding, sensitivity to problems of others, maturity in relationship to others, etc., which may come out in connection with any of the questions about former jobs, neighbors, organizations, or families. Please include such notes in your report, on last page, if you do not have room where the questions appear on the form.

For questions 17, 20, and 29, applicants should be handed a card listing the items, and interviewer should check on the summary form those items mentioned by the respondent.

Please do not suggest answers to questions like 30, 31, and 32. If the person does not understand, and you have to give her some help, give several examples but indicate what examples you gave. We are trying to find out this person's opinions, not the interviewer's opinions, and not just what the person thinks the interviewer wants to hear.

Please review the application form with the person you are interviewing and fill in any missing information. If you discuss anything unusual on the application, such as special talents or handicaps, or an unusual family situation, please explain.

Since one interview may take more than one half hour and some time will be needed to fill in the last page after the interview, it may be desirable to schedule the interviews at least one hour apart.

Form 012
9/20/68

F-20

CORNELL OEO PROJECT

Family Assistant's Interview Summary

1. Name_____ Code number_____

2. Address_____

( ) Wyckoff Gardens
( ) Gowanus
( ) Area

3. How long have you lived at your present address?_____

4. Where did you live before?_____

a. ( ) Within South Brooklyn
b. ( ) Another community in Brooklyn
c. ( ) Another community within the New York metropolitan area
d. ( ) Another state (name)_____
e. ( ) Another country (name)_____

5. Where else have you lived in the last five years?_____

a. ( ) Within South Brooklyn
b. ( ) Another community in Brooklyn
c. ( ) Another community within the New York metropolitan area
d. ( ) Another state (name) _____
e. ( ) Another country (name)_____

6. Have you worked outside the home before? ( ) yes ( ) no

7. What was your last job?_____

8. Tell me a little bit about what you did?_____

_____

_____

9. When did you have that job? _____ _____ _____ _____
from: Month Year to: Month Year

10. Tell me about some of the jobs you held before that?

Job	Dates held
_____	_____
_____	_____
_____	_____

11. In every job there are some things we like and some things we don't like. What are some of the things you liked about the jobs you have held? How about the people you worked with--or the supervisor?_____

_____

_____

_____

12. What are some of the things you have disliked or wished you could change about the jobs you have held?_____

_____

_____

13. a. Have you ever been a Girl Scout leader or leader of any other youth group? ( ) yes ( ) no

b. Have you participated in any other programs similar to this one as a trainee or staff member? (such as anti-poverty or leadership programs) ( ) yes ( ) no

c. If yes, what was the program and when did you participate?

Program name	Dates
_____	_____
_____	_____

14. What arrangements will you make for the care of your children while you are working? _____

_____

15. a. Has your husband or family expressed any opinions, one way or the other, about your working with this project? ( ) yes ( ) no

b. If yes, what did they say? _____

_____

16. a. Would you say that you know most of your neighbors? ( ) yes ( ) no

b. Do you visit back and forth? ( ) yes ( ) no

17. a. Do you participate in any organizations or groups in the community? Tell me about it. _____

_____

b. Here is a list of organizations that people might belong to. (Interviewer, hand applicant card.) Have you ever belonged to any of these?

Type of organization	Do you belong to:	Office or leadership position held:
Tenant's Association	( )	_____
Mothers' Club	( )	_____
Other clubs or groups at neighborhood house	( )	_____
Church or synagogue	( )	_____
Sunday School (indicate if teacher)	( )	_____
Other church organizations (name)		
_____	( )	_____
_____	( )	_____
Senior Citizens	( )	_____
Consumers' Club	( )	_____
CPC (Community Progress Corp.)	( )	_____
Block Association	( )	_____
Special interest group (name)		
_____	( )	_____
_____	( )	_____
Other (name)_____	( )	_____
_____	( )	_____
_____	( )	_____

18. What do you enjoy doing in any of the groups we just talked about ?

_____

_____

19. a. Do people ever come to you to talk over their problems? ( ) yes ( ) no

b. If yes, what kinds of problems do they talk to you about?_____

_____

_____

20. Here is a list of things people may or may not have talked to you about recently. (Interviewer, hand applicant card.) Please tell me any items which you have discussed with others recently.

1. ( ) Child care and adolescent problems
2. ( ) Education and school matters
3. ( ) Food and food preparation
4. ( ) Health and medical problems
5. ( ) Home care and decoration
6. ( ) Job problems
7. ( ) Legal matters
8. ( ) Money matters (bills, loans, etc.)
9. ( ) Neighborhood problems
10. ( ) Personal or family relations
11. ( ) Shopping or buying problems
12. ( ) Other_____

21. a. How would you feel about teaching or helping others in a group situation? (for example, standing in front of a group to explain something)_____

_____

_____

b. Have you ever tried to do it? ( ) yes ( ) no

c. Would you like help in learning to speak to a group? ( ) yes ( ) no

22. How do you feel about going into someone else's home and teaching her some of the things you will be learning in this training?_____

_____

_____

23. a. Family Assistants in this program may be called upon to work with many kinds of people.

1. Have you ever worked with older people? ( ) yes ( ) no
2. Have you ever worked with handicapped persons? ( ) yes ( ) no
3. Have you ever worked with dope addicts? ( ) yes ( ) no
4. Have you ever worked with people with less money than you have? ( ) yes ( ) no

b. What kind of work did you do?_____

c. What were some of the things you liked or did not like about it?_____

_____

_____

24. Some people seem to have a lot more problems than others. Why do you think that happens?_____

_____

25. What are some of the things that you enjoy doing as a wife and mother when you have time?_____

_____

_____

26. Families often make plans for what they hope to do to make their living as a family more enjoyable. Is there anything your family hopes to do during the next year or so to make living as a family more enjoyable?_____

_____

_____

27. How do you feel about having someone (the Group Worker) supervise your work with the families? Suppose you were working with a family and the Group Worker stopped by to see what you were doing. How would you feel about it?_____

_____

_____

28. What are some of the things you would like to learn more about to help you in dealing with things around your house or apartment?_____

_____

_____

29. Which of the items on this list would you like to learn more about? (Interviewer, hand applicant a card)

1. ( ) Child care and adolescent problems
2. ( ) Food and food preparation
3. ( ) Home care and decoration
4. ( ) Money management (budgeting)
5. ( ) Management of time
6. ( ) Sewing
7. ( ) Shopping and better buying
   ( ) Food
   ( ) Clothing
   ( ) Furnishings
   ( ) Comparison shopping
8. ( ) Other_____

30. a. What do you think is the biggest problem in this neighborhood?_____

_____

_____

b. Have you tried to do anything about it? ( ) yes ( ) no

c. If yes, what happened?_____

d. If not, why?_____

e. Who should be solving problems like that?_____

31. What plans do you have for the education of your children?_____

_____

_____

32. What plans do you have for the future after the Family Assistant position is over?_____

_____

33. Now let's dream a little--suppose you won the New York State Lottery (a big prize), what would you do with the money?_____

_____

_____

34. From what you have heard about this project so far, what part of it do you think you would really like:

    a. the most? _____

    b. the least? _____

35. Is there anything you would like to ask me about the training program or the work we do on this project? (Interviewer record any questions asked.)

_____

_____

_____

_____

_____

Note to interviewer:

Be sure to explain to the applicant that she will hear from someone in the project about whether or not she is accepted by a specified time.

Questions to be completed after the interview:

1. Did the applicant seem at ease during the interview? (Interviewer's rating)

( ) ( ) ( ) ( ) ( )

relaxed, talked easily — nervous, withdrawn

Comment: _____

2. Facility in English language: (Training class will be taught in English.)

a. Does the applicant understand spoken English? ( ) yes ( ) no

b. Does she speak English understandable? ( ) yes ( ) no

3. General impression of the applicant: (If more than one person interviewed this applicant, each one should make comments separately below.)

First interviewer's comments: (Interviewer's name _____)

_____

_____

_____

_____

_____

Second interviewer's comments: (Interviewer's name _____)

_____

_____

_____

_____

_____

4. Length of the interview in minutes _____

RECOMMENDATION

NEW YORK STATE COLLEGE OF HOME ECONOMICS
A STATUTORY COLLEGE OF THE STATE UNIVERSITY
AT CORNELL UNIVERSITY, ITHACA, NEW YORK 14850

CORNELL - OEO PROJECT

Agency-Organization Recommendation
for Position of Trainee

Name of person you recommend for position of Trainee:_____

_____

Explain briefly why you think she should be considered as a Trainee.

Name_____

Agency or Organization_____

_____

_____
Address

Form 030
9/23/69

F-9

CORNELL OEO PROJECT

Termination Interview Report

(To be used only for people who leave the project after beginning training. If any withdraw before beginning training, appropriate comments should appear on the interview and application forms.)

1. Name_____Code number_____

2. Include additional personal data only if not already on application form--such as age, health, language skills, changes in family composition:_____

_____

3. Name of interviewer_____ 4. Date of interview_____

5. Date the employee left the project_____

This date was: 1.( ) during the_____week of training
2.( ) after training and before working as a Family Assistant
3.( ) after working as Family Assistant for_____weeks

6. Source of referral to project_____

7. Reason she gave for leaving (such as illness, dissatisfaction, better job, etc.) in as much detail as possible:_____

_____

_____

8. Opinion of interviewer about reason given and any additional reasons known to interviewer:_____

_____

9. General attitude during training (to be filled in in consultation with teacher)_____

_____

10. Group Worker's evaluation of her performance if she started work before dropping out_____

_____

11. Should this person be encouraged to return to the project? ( ) yes ( ) no. Please explain_____

_____

12. Please include anything about your experience with this person that may help us improve our selection process._____

_____

_____

_____

_____

Form 120
10/7/69

F-68

CORNELL OEO PROJECT

Training Program--Daily Summary
Teacher or Observer

Prepared by_____ Date_____

Lesson title_____ Length of Session_____

1. Major topics covered:_____

2. Methods used in conducting class: (Check as many as apply.)

   a. ( ) Speaker--staff only (name)_____
   b. ( ) Speaker--resource person_____
      (If resource person, check organization represented.)
      1) ( ) Cornell faculty
      2) ( ) Local agency personnel
      3) ( ) Other local personnel
      4) ( ) Other (specify)_____
   c. ( ) Discussion
   d. ( ) Demonstration
   e. ( ) Trip taken (Indicate where.)_____
   f. ( ) Teaching aids used (Check as many as apply.)

1) ( ) Blackboard		6) ( ) Tapes	
2) ( ) Bulletin board		7) ( ) Booklets or pamphlets	
3) ( ) Charts or graphics		8) ( ) Pictures	
4) ( ) Slides		9) ( ) Actual products	
5) ( ) Films		10) ( ) Other_____	

   g. ( ) Any other method used (explain)_____

Use to rate outside resource person only:

3. If 2b is checked (resource person from outside the project), how would you rate the resource persons' contribution to the session? (Check appropriate rating and give reasons.)

( )	( )	( )	( )	( )
very valuable	somewhat valuable	average value	not very valuable	not at all valuable

Explain:_____

4. Class response to lesson: (Check appropriate rating.)

( )	( )	( )	( )	( )
very positive	positive	average	negative	very negative

5. In terms of your observation of today's class, which trainees have shown the most interest in the topics presented? Which ones have shown the least interest?_____

6. Comments: _____

_____

_____

_____

_____

_____

_____

_____

7. Attendance: _____number present

List any absentees: _____

_____

8. List any visitors present and their affiliation: _____

_____

_____

Form 130
10/7/79

CORNELL OEO PROJECT
Training Program-- Weekly Summary
Teacher or Observer

Prepared by_____ Date_____

Weekly lesson title_____

1. How satisfied were you with class understanding of this week's lessons? (Check appropriate degree of satisfaction.)

( )	( )	( )	( )	( )
completely satisfied	fairly well satisfied	a little satisfied	somewhat dissatisfied	completely dissatisfied

2. Have you had any problems in getting trainees to understand the material covered in this week's lessons? ( ) yes ( ) no
If yes, please explain._____

3. Is there any evidence that the trainees are using the knowledge gained in their own homes? (Check.) ( ) yes ( ) no

Explain:_____

4. Topics covered:

a. Looking back on the topics covered this week, were there any which the class felt could be omitted or given less emphasis? (List and explain.)

b. Were there other topics which the class wanted included or given more emphasis? ( ) yes ( ) no (Explain.)

c. Is there any specific information that trainees have asked about this week in class discussion? ( ) yes ( ) no (Explain.)

d. Were there topics covered this week which the class did not feel they needed but which you feel are important? ( ) yes ( ) no

(Explain.)_____

5. Comments:_____

Form 140
10/6/69

CORNELL OEO PROJECT

Training Program and In-Service Training Sessions

Weekly Summary by Trainees or Family Assistants

Name_____ Lesson title_____

1. List topics which were very helpful to you in managing your own affairs:

2. List topics which were not very helpful to you in managing your own affairs:

3. Put "x" in front of the topic that was most helpful.

4. Put "x" in front of the topic that was least helpful.

Note: Trainees who are not yet working with families may omit questions 5 and 6.

5. List topics which were very helpful to you in your work with families:

6. List topics which were not very helpful to you in your work with families:

7. List any topics covered which you felt were not needed because you already knew the information:

8. List any other topics or activities which you would like to see included in the training:

9. List anything about working in this project that has made managing things at your home more difficult:

10. During this past week in managing your own household affairs have you tried to use any of the things you have learned in this project so far? If so, please list what you have done and how it turned out.

Form 210
10/1/69

F-89

Date_____

CORNELL OEO PROJECT

In-Service Training Report Form

Prepared by_____Length of session_____

1. a. Major topics covered:_____

_____

_____

_____

b. Categories of topics covered:
1 ( ) Community agency policy
2 ( ) Cornell OEO project policy and procedures
3 ( ) Home economics information
4 ( ) Teaching methods
5 ( ) Resources
6 ( ) Planning future work
7 ( ) Problem cases
8 ( ) Other (specify)_____

2. Reasons for choice of topics:
a. ( ) Family Assistants requested help with:
1 ( ) Subject matter
2 ( ) Methods of working with families
3 ( ) Use of resources
4 ( ) Other (specify)_____
b. ( ) Staff observed area in which F.A.'s needed help
c. ( ) Request came from:
1 ( ) Administration
2 ( ) Research staff
3 ( ) College
d. ( ) Other (specify)_____

_____

3. Methods used in conducting class (Check as many as apply.)

a. ( ) Speaker--staff only (name)_____
b. ( ) Speaker--resource person (name)_____
Organization represented_____
c. ( ) Discussion
d. ( ) Demonstration
e. ( ) Trip taken (indicate where)_____
f. ( ) Teaching aids used (Check as many as apply.)

1 ( ) Blackboard	6 ( ) Tapes
2 ( ) Bulletin board	7 ( ) Booklets or pamphlets
3 ( ) Charts or graphics	8 ( ) Pictures
4 ( ) Slides	9 ( ) Actual products
5 ( ) Films	10 ( ) Other_____

g. ( ) Any other method used (explain)_____

_____

4. If 3-b is checked (resource person from outside project), how would you rate the resource person's contribution to the session?

( )	( )	( )	( )	( )
very valuable	somewhat valuable	average value	not very valuable	not at all valuable

Explain: _____

_____

5. How satisfied were you with the results of this training session? (Did staff feel the purpose of the session had been accomplished?)

( )	( )	( )	( )	( )
completely satisfied	fairly well satisfied	a little satisfied	somewhat dissatisfied	completely dissatisfied

6. Plans for future sessions:

a. List any topics or specific information which the FA's have asked for:	(Check) Can locate resources in NYC	Need Cornell help with this topic
_____	_____	_____
_____	_____	_____
_____	_____	_____
b. List any topics which you feel are needed:		
_____	_____	_____
_____	_____	_____

7. Please comment on participation by individual Family Assistants. (Consider both quality and quantity of participation, change since earlier sessions, value of contributions, indication of understanding, contribution to harmony or disagreement within the group, etc. It is not necessary to comment on every F.A. after every session.)

_____

_____

_____

_____

_____

_____

_____

8. Please describe the reaction of the group as a whole on such characteristics as enthusiasm or interest shown, degree of controversy provoked, stimulation of new approaches to problems, group's rating of value of information presented--was it repetitious, irrelevant, etc.?
(Note: Your own evaluation of the lesson should appear in questions 4 and 5. This question is the place to record your estimate of the group's reactions, based on your observation of what they said and did. We are asking you to distinguish as well as you can between your own reactions and the group's reactions.)

_____

_____

_____

_____

_____

_____

If additional space is needed, please continue on back.

9. If there was a lot of individual variation in reactions within the group, please describe.

10. Any other comments about this training session:

11. Attendance: (Please list.)

Family Assistants present	Family Assistants absent	Visitors present

Form 310

Group Worker's Report on Family Visit

Family code number_____ F.A.'s code number_____

Address_____

Date of visit_____ Time: From_____To_____

Purpose of visit_____

What discussed or did_____

Group Worker's contribution to the discussion_____

Homemaker's attitude toward having group worker come in: ("X")

( )	( )	( )	( )	( )
very pleasant, friendly	pleasant	neutral or indifferent	unpleasant, unfriendly	hostile, very unfriendly

Group worker's opinion of what F.A. was doing_____

Recommendation to F.A. on what should be done for family_____

Comments:_____

Form 400
9/29/69

F-40

Date_____

CORNELL OEO PROJECT

Service Record Sheet
(Monthly)

Instructions: This form is to be filled out by the Group Workers, with help from the Research Associate if needed, at the end of each month for each family seen during the month. It is intended (1) to summarize the month's work, (2) to show status at the end of the month, and (3) to show reasons for termination of service.

1. Name of family or homemaker_____ Code no._____

2. Address_____ Telephone_____
( ) Wyckoff ( ) Gowanus ( ) Area

3. Source of referral:

a. Local source
1 ( ) Tenant organization
2 ( ) Housing management
3 ( ) Personal acquaintance
4 ( ) Door to door visiting
5 ( ) Friend
6 ( ) Family asked for help
7 ( ) Minister
8 ( ) Other (name)_____
_____

b. Community service agencies
1 ( ) Legal Services
2 ( ) Other OEO agency_____
3 ( ) Public Welfare
4 ( ) Private welfare agencies
5 ( ) Schools or other educational institutions
6 ( ) Health agencies
7 ( ) Other (name)_____
_____

4. Record of contacts: (Please indicate any visits by the Group Worker as well as those by the Family Assistant.)

Contact or visit no.	Date	Staff name	Place: Office, telephone, home, trip	Total time spent	Time spent waiting	F.A. Visit Report completed
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

5. Source of income:

1 ( ) Husband employed
2 ( ) Wife employed
3 ( ) Both employed
4 ( ) Public assistance
5 ( ) Other_____

6. Type of problem: (Indicate visit number in appropriate column.)

Problem area	a. As seen by family: Information needed	Service needed	Nothing needed	b. As seen by staff: Information needed	Service needed	Nothing needed
1) Money management						
2) Food and nutrition						
3) Home furnishing and decoration						
4) Clothing						
5) Health						
6) Child rearing						
7) Housing						
8) Legal problems						
9) Employment						
10) Learning English						
11) Personal family problems						
12) Problems with police						
13) Welfare problems						
14) Other_____						

7. Disposition of case: (Check the appropriate category.)

1 ( ) No service or information needed
2 ( ) No service or information wanted although problems exist
3 ( ) Family received regular service and will continue to receive service in the following month
4 ( ) Family received regular service which was completed during the month
5 ( ) Family received short-term service (possibly only one contact) during month (service started and completed within the same month)
6 ( ) Other (explain)_____

_____

8. Reason for termination of service:

1 ( ) Problem solved
2 ( ) Temporary absence
3 ( ) Permanent departure from area
4 ( ) Other (explain)_____

_____

9. Date of conclusion of case: _____

10. Any other comments about this family:_____

_____

_____

Date of visit_____

Time_____

FAMILY ASSISTANT'S REPORT

1) Homemaker's attitude

2) What did you and homemaker discuss?

3) Is there a specific problem which requires attention?

4) What are some of the things homemaker needs more information about?

5) Plans for future visits

6) General comments

Signature_____

Form 410
8/6/69

_____
Day Month Date Year

CORNELL-OEO PROJECT
Family Assistant's Visit Report

Family code number_____ Family Assistant's code number_____

Name of homemaker visited_____

Address:_____Telephone_____

1. Length of visit: 1. ( ) less than 30 minutes
   2. ( ) 30 minutes to one hour
   3. ( ) more than one hour_____(how long?)

2. Time of visit:_____from_____to_____

3. Type of contact: 1. ( ) Visit in home
   2. ( ) Conference in office
   3. ( ) Family Assistant accompanied family members to agency or store_____(Write in name.)
   4. ( ) Other_____(Write in.)

_____

4. If trip to agency or store:

   Waiting time_____number of minutes

Answers to questions 5-13 should be obtained on the first visit if possible. These questions may be omitted on later visits unless you secure additional information.

5. Source of referral:

A. LOCAL SOURCE	B. COMMUNITY SERVICE AGENCY
1. ( ) Tenant organization	1. ( ) Legal services
2. ( ) Housing management	2. ( ) Other OEO agency_____
3. ( ) Personal acquaintance	3. ( ) Public Welfare
4. ( ) Door to door visiting	4. ( ) Private Welfare
5. ( ) Friend or neighbor	5. ( ) Schools
6. ( ) Family asked for help	6. ( ) Health agency
7. ( ) Minister	7. ( ) Other_____
8. ( ) Other_____(name)	_____

6. Homemaker's age (estimate):
   1. ( ) Under 20 years
   2. ( ) Young (up to 29 years)
   3. ( ) Not too young (30 to 39 years)
   4. ( ) Middle-aged (40 to 49 years)
   5. ( ) Mature (50 to 59 years)
   6. ( ) Elderly (60 years and over)

7. Number of children at home_____Boys' ages_____Girls' ages_____

8. Does father live with the family? ( ) yes ( ) no

9. Is father employed? ( ) yes ( ) no Where_____

10. What does he do?_____

11. Is mother employed full or part-time? ( ) yes, full-time ( ) yes, part-time ( ) no

12. What does she do?_____

13. Does the family recieve welfare benefits? ( ) yes ( ) no

14. What was the major problem you discussed with this family? (Describe.)

_____

_____

_____

15. How does the person you talked to see her problem situation?

A. The problem: ( ) does not really understand or recognize the problem.
( ) has clear understanding of problem

B. The solution: ( ) sees no solution
( ) sees the solution but needs help
( ) sees the solution and needs no further help

16. Degree of communication:

( )	( )	( )	( )	( )
talks freely		somewhat reserved		does not talk freely

17. What was the homemaker's attitude toward your visit?

( )	( )	( )	( )	( )
very pleasant, friendly	pleasant	neutral or indifferent	unpleasant, unfriendly	very unfriendly or hostile

18. At the end of the visit what decisions were reached?

A. What is Family Assistant going to do?_____

_____

_____

_____

B. What is the family going to do?_____

_____

_____

_____

19. Type of help needed:	as seen by homemaker	as seen by Family Assistant
a. Information	( )	( )
b. Service	( )	( )
c. Other (moral support, encouragement)	( )	( )
d. Nothing	( )	( )

Explain: _____

_____

_____

20. Any other comments on your work with this family?_____

_____

_____

_____

_____

Check list for problem areas of families visited by Family Assistants:
("X" the problems which you talked about with the family and those which you did something about such as made a call, visited an agency, prepared a meal. Use the back of the page to write explanation of what was done.)

PROBLEM AREA	TALKED ABOUT	DID SOMETHING
1. MONEY MANAGEMENT		
a. Comparison shopping	( )	( )
b. Debts	( )	( )
c. Budgeting	( )	( )
d. Use of credit	( )	( )
e. Credit unions	( )	( )
f. Buying specific item (other than food, clothing, furniture)	( )	( )
g. Door to door salesmen	( )	( )
h. Begin cheated by salesmen	( )	( )
i. Welfare budgets	( )	( )
j. Important papers	( )	( )
k. Insurance	( )	( )
l. Using surplus food as a way of saving money	( )	( )
m. Other_____	( )	( )
2. FOOD AND NUTRITION		
a. Buying food	( )	( )
b. Consumers' Club	( )	( )
c. Recipes	( )	( )
d. Cooking	( )	( )
e. Using surplus foods	( )	( )
f. Comparison shopping		
g. Balanced diet--menu planning	( )	( )
h. Other_____	( )	( )
3. HOME FURNISHING AND DECORATING		
a. Buying furniture	( )	( )
b. Furniture Coop	( )	( )
c. Storage	( )	( )
d. Use of space	( )	( )
e. Furniture arrangement	( )	( )
f. Interior decoration	( )	( )
g. Making slip covers	( )	( )
h. Making drapes	( )	( )
i. Refinishing furniture	( )	( )
j. Other_____	( )	( )

PROBLEM AREA	TALKED ABOUT	DID SOMETHING
4. CLOTHING		
a. Comparison shopping	( )	( )
b. Selection of clothing	( )	( )
c. Care of children	( )	( )
d. Making, repairing fitting clothing	( )	( )
e. Shoes-fitting	( )	( )
f. Reading labels	( )	( )
g. Selection of fabrics	( )	( )
h. Other_____	( )	( )
5. HEALTH		
a. Service available (clinics)	( )	( )
b. Safety in home	( )	( )
c. Preventing illness	( )	( )
d. Planned Parenthood	( )	( )
e. Pregnancy	( )	( )
f. Illness in family	( )	( )
g. Dental care	( )	( )
h. Medicaid	( )	( )
i. Medicare	( )	( )
j. Other_____	( )	( )
6. CHILD CARE		
a. School and related problems	( )	( )
b. Care of children while mother employed	( )	( )
c. Place to play	( )	( )
d. Disciplining children	( )	( )
e. Communication with teenagers	( )	( )
f. Other_____	( )	( )
7. HOUSING		
a. Rent	( )	( )
b. Landlord problems	( )	( )
c. Condition of building and apartment	( )	( )
d. Rats, roaches, etc.	( )	( )
e. Overcrowding	( )	( )
f. H.A. regulations	( )	( )
g. Other_____	( )	( )

8. LEGAL PROBLEMS (Explain.)_____		
a. Services available	( )	( )
b. Other_____	( )	( )
9. EMPLOYMENT	( )	( )
10. LEARNING ENGLISH	( )	( )
11. PERSONAL FAMILY PROBLEMS	( )	( )
12. PROBLEMS WITH POLICE	( )	( )
13. OTHER _____	( )	( )

Form 410 a
9/15/69

E9979

CORNELL OEO PROJECT

Family Information

This information should be obtained at the first visit if possible. Any additional information may be added later.

Family code number_____Family Assistant's Code Number_____

1. Name of homemaker_____

2. Address_____Telephone_____

3. Date of first contact_____

4. Source of referral:

A. LOCAL SOURCE
1 ( ) Tenant organization
2 ( ) Housing management
3 ( ) Personal acquaintance
4. ( ) Door to door visiting
5 ( ) Friend
6 ( ) Family asked for help
7 ( ) Minister
8 ( ) Other_____(name)

B. COMMUNITY SERVICE AGENCY
1 ( ) Legal services
2 ( ) Other OEO agency_____
3 ( ) Public Welfare
4 ( ) Private Welfare
5 ( ) Schools
6 ( ) Health agency
7 ( ) Other_____
_____

5. Homemaker's age (estimated or actual):

1 ( ) Under 20 years
2 ( ) Young (up to 29 years)
3 ( ) Not too young (30 to 30 years)
4 ( ) Middle-aged (40 to 49 years)
5 ( ) Mature (50 to 59 years)
6 ( ) Elderly (60 years and over)

6. Number of children at home_____Boys'ages_____Girls' ages_____

7. Does father live with the family? ( ) yes ( ) no

8. Is father employed? ( ) yes ( ) no

9. What does he do?_____

10. Is mother employed full or part-time? ( ) Yes, full-time ( ) Yes, part-time
( ) NO

11. What does she do? _____

12. Does the family receive welfare benefits? ( ) yes ( ) no

410
9/10/69

E9079

Day Month Date Year

CORNELL OEO PROJECT

Family Assistant's Visit Report

Visit number_____Family code number_____Family Assistant's code number_____

Name of homemaker visited_____

Address:_____Telephone_____

1. Length of visit: 1 ( ) less than 30 minutes
   2 ( ) 30 minutes to one hour
   3 ( ) more than one hour_____(how long?)
2. Time of visit:_____from_____to_____
3. Type of contact: 1 ( ) Visit in home
   2 ( ) Conference in office
   3 ( ) Family Assistant accompanied family members to agency or store_____(Write in name)
   4 ( ) Other_____(Write in)
4. If trip to agency or store:
   Waiting time_____number of minutes.
5. What was the major problem you discussed with this family? (Describe.)

   _____

   _____

   _____

6. How does the person you talked to see her problem situation?
   A. The problem: ( ) does not really understand or recognize the problem
      ( ) has clear understanding of the problem

   B. The solution: ( ) sees no solution
      ( ) sees the solution but needs help
      ( ) sees the solution and needs no further help
7. Is there any other specific problem which you see requires attention but which was not discussed with the homemaker?
   ( ) yes If yes, what is the problem?_____
   ( ) no
8. What are some of the things the homemaker needs more information about? (You may refer to list on page 3.)_____

   _____

   _____

9. Degree of communication:

( )	( )	( )	( )	( )
talks freely		somewhat reserved		does not talk freely

10. What was the homemaker's attitude toward your visit?

( )	( )	( )	( )	( )
Very pleasant, friendly	pleasant	neutral or indifferent	unpleasant, unfriendly	very unfriendly, hostile

11. At the end of the visit what decisions were reached?

A. What is Family Assistant going to do?_____

_____

_____

_____

B. What is the family going to do?_____

_____

_____

_____

12. Type of help needed:

	as seen by homemaker	as seen by Family Assistant
a. Information	( )	( )
b. Service	( )	( )
c. Other (moral support, encouragement)	( )	( )
d. Nothing	( )	( )

Explain:_____

_____

_____

Any other comments on what you did with this family:_____

_____

_____

_____

_____

_____

_____

Form 410
9/15/69

E0070

Check list for problem areas of families visited by Family Assistants:
("X" the problems which you talked about with the family and those which you did something about such as made a call, visited an agency, prepared a meal. Use the back of the page to write explanation of what was done.)

PROBLEM AREA	TALKED ABOUT	DID SOMETHING
1. Money Management		
a. Comparison shopping	( )	( )
b. Debts	( )	( )
c. Budgeting	( )	( )
d. Use of credit	( )	( )
e. Credit unions	( )	( )
f. Buying specific item (other than food, clothing, furniture)	( )	( )
g. Door to door salesmen	( )	( )
h. Being cheated by salesmen	( )	( )
i. Welfare budgets	( )	( )
j. Important papers	( )	( )
k. Insurance	( )	( )
l. Using surplus food as a way of saving money	( )	( )
m. Other_____	( )	( )
2. Food and Nutrition		
a. Buying food	( )	( )
b. Consumers' Club	( )	( )
c. Recipes	( )	( )
d. Cooking	( )	( )
e. Using surplus foods	( )	( )
f. Comparison shopping	( )	( )
g. Blanced diet--menu planning	( )	( )
h. Other_____	( )	( )
3. Home Furnishing and Decorating		
a. Buying furniture	( )	( )
b. Furniture Coop	( )	( )
c. Storage	( )	( )
d. Use of space	( )	( )
e. Furniture arrangement	( )	( )
f. Interior decoration	( )	( )
g. Making drapes	( )	( )
h. Making slip covers	( )	( )
i. Refinishing furniture	( )	( )
j. Other_____	( )	( )
8. Legal problems (Explain) _____		
a. Services available	( )	( )
b. Other_____	( )	( )
9. Employment	( )	( )
10. Learning English	( )	( )

PROBLEM AREA	TALKED ABOUT	DID SOMETHING
4. Clothing		
a. Comparson shopping	( )	( )
b. Selection of clothing	( )	( )
c. Care of clothing	( )	( )
c. Making, repairing, fitting clothing	( )	( )
e. Shoes--fitting	( )	( )
f. Reading labels	( )	( )
g. Selecting fabrics	( )	( )
h. Other_____	( )	( )
5. Health		
a. Service available (clinics)	( )	( )
b. Safety in home	( )	( )
c. Preventing illness	( )	( )
d. Planned Parenthood	( )	( )
e. Pregnancy	( )	( )
f. Illness in family	( )	( )
g. Dental care	( )	( )
h. Medicaid	( )	( )
i. Medicare	( )	( )
j. Other_____	( )	( )
6. Child Rearing		
a. School & related problems	( )	( )
b. Care of children while mother employed	( )	( )
c. Place to play	( )	( )
d. Disciplining children	( )	( )
e. Communicatiin with teen-agers	( )	( )
f. Other_____	( )	( )
7. Housing		
a. Rent	( )	( )
b. Landlord problems	( )	( )
c. Condition of building and apartment	( )	( )
d. Rats, roaches, etc.	( )	( )
e. Overcrowding	( )	( )
f. H.A. regulations	( )	( )
g. Other_____	( )	( )
11. Personal family problems	( )	( )
12. Problems with police	( )	( )
13. Welfare problems	( )	( )
14. Other_____	( )	( )

Form 410
Revised 3/24/70

F-566

CORNELL OEO PROJECT

Family Service Report

Date_____First visit? ( ) yes ( ) no

Family code number_____Family Assistant's code number_____

Name of family_____

Address_____Telephone_____

(*Starred questions may be answered only when appropriate--but the other questions should be answered for each visit.)

1. Type of contact: 1 ( ) Visit in home
   2 ( ) Conference in office
   3 ( ) Family Assistant or Group Worker accompanied family members to agency, clinic, or store (Write in name.)
   _____
   4 ( ) Other (Write in.)_____

2. Length of time of visit:_____From _____to_____

3. If time reported included waiting at agency, clinic, etc., how much time was spent waiting? _____Hours

4. If time reported included travel time, how long did it take?_____

5. What topics did you and the family discuss <u>on this visit</u>? (Please check all those you discussed and explain. If you need more space, use other side.)

   1 ( ) Shopping -- ( ) clothing ( ) furniture ( ) food ( ) other_____

   2 ( ) Food selection and preparation_____

   3 ( ) Sewing_____

   4 ( ) Care of apartment_____

   ( ) cleaning ( ) storage ( ) decorating ( ) other_____

   5 ( ) Child care_____

   6 ( ) Money management or budgeting_____

   7 ( ) Welfare_____

   8 ( ) Housing_____

   9 ( ) Employment_____

   10 ( ) Health_____

   11 ( ) Consumer fraud_____

   12 ( ) Clinics, other agencies_____

   13 ( ) Cornell OEO Project--services and purposes_____

   14 ( ) Neighborhood problems_____

   15 ( ) Confidential personal problems_____
   (not necessary to explain)

   16 ( ) Other_____

6. What did you do on this visit? (Family Assistant and/or Group Worker) Please include anything you did for the family immediately before or after the visit, especially contacts with other agencies.

7. Would you classify what you did as:

1 ( ) Explanation of project only
2 ( ) Teaching
3 ( ) Personal service
4 ( ) Morale building
5 ( ) Encouraging use of community resources
6 ( ) Intervention with official agencies
7 ( ) Other (explain)_____

*8. What do you think the major problems are in this family? (These are not necessarily the same as topics discussed and may be problems that you cannot help with.)

*9. If any of the problems are something you can help with, what do you plan to do?

*10. Evidence of change or progress: Please describe anything you have noticed that shows that the family has benefited from your help. (Include any comments family has made.)

11. Other comments by Group Worker and/or Family Assistant: _____

Form 410a
Revised 3/24/70

F-568

CORNELL OEO PROJECT

Family Information

Family code number_____Family Assistant's code number_____

1. Name of homemaker_____

2. Address_____Telephone_____

3. Date of first contact_____Date of first visit_____

4. How did the project know about the family? (Check one.)

Referred by:

1 ( ) Tenant organization
2 ( ) Housing management
3 ( ) Friend or acquaintance of F.A. or other staff member
4 ( ) Friend or acquaintance of another family being serviced
5 ( ) Other organization or agency (Senior Citizens, welfare, school, health agency, Consumer Club, etc.)
Please specify_____

F.A. offered service

6 ( ) F.A. knew family
7 ( ) Door to door visiting

Family initiative

8 ( ) Family asked project for help. If checked, how did family hear about the project?_____

Other

9 ( ) Other_____

5. Household composition: Total number in household_____

No. of children at home_____Boys' ages_____Girls' ages_____

No. of other adults (same house and board)_____

Who is head of the household?_____

6. Estimated age of homemaker_____years

7. What language(s) does the homemaker speak and understand? (Check all that apply.)

1 ( ) English 2 ( ) Spanish 3 ( ) Other_____

8. Source of income: (Check all that apply.)

1 ( ) Husband employed 2 ( ) Wife employed 3 ( ) Others in household employed
4 ( ) Public assistance or welfare benefits
5 ( ) Other (Unemployment, Social Security, pension, support from children, etc.)
Please specify_____

9. What agencies are currently working with this family?_____

_____

_____

10. If information is not complete, please check one:

1 ( ) Will complete later after more visits
2 ( ) Minimum contact--no more visits planned

Form No. 411 E2022

CORNELL OEO PROJECT

Record Sheet for Action Between Visits

Family code number_____ Family Assistant's Code number_____

Homemaker's name_____

Prepared by_____

Please record anything done <u>for</u> this family between visits (such as making phone calls to other agencies or getting special information for the family)

Date	What was done (by whom)

Please record anything done <u>by</u> this family between visits related to your work with them (such as contacting an agency, securing information, etc.)

Date	What was done

Form 430
9/26/69

CORNELL-OEO PROJECT

Family Referral Form

(To be filled in by person who makes contact or receives referral: telephone calls, personal contact, letter)

1. Name_____

2. Address_____
( ) Wyckoff ( ) Gowanus ( ) Area

3. Telephone_____

4. Source of referral_____

_____

To be filled in by supervisory staff:

5. Disposition: (Check those that apply and fill in names.)
   a. ( ) Efforts to contact by _____(FA or Group Worker)
   b. ( ) Assigned to_____(Family Assistant)
   c. ( ) Unable to contact
   d. ( ) Refused service
   e. ( ) Not interested now, but may contact project later
   f. ( ) Not interested now, but staff should keep in touch
6. Code number assigned (if service started)_____

Form 440
Revised 3/24/70

F-567

CORNELL OEO PROJECT

Report of Termination

(to be completed by Group Worker)

Family code number_____Family Assistant's code number_____

Name of family_____

1. Date of termination_____

2. Date of last contact_____

3. Reason for termination of service:

1 ( ) Problem solved
2 ( ) Temporary absence
3 ( ) Permanent departure from area
4 ( ) Family not interested
5 ( ) Service needed not appropriate for project
6 ( ) Long term contact with little progress made or likely
7 ( ) Other (explain)_____

_____

4. Summary of project's work with family:

_____

_____

_____

_____

_____

5. What do you think was the major accomplishment in the project's work with this family? Please include any evidence you have.

_____

_____

_____

_____

6. Was there anything we could have done better? or would do differently now?

_____

_____

_____

_____

7. Please comment on contact with other agencies in relation to this case.

_____

_____

_____

_____

Form 600
10/10/69

Reports on Visits to Cornell-OEO Project in South Brooklyn

by

Ithaca-based Cornell Staff

(To be completed shortly after each visit and returned to Mrs. Harding, Room 285, Martha Van Rensselaer.)

1. Name_____ Date of visit_____
2. Position at Cornell_____Length of visit_____
3. Department_____Date of report_____
4. This was my_____visit to the project. (Write in first, second, third, etc.)
5. Purpose(s) of visit:

   a. ( ) teaching the family assistants: training or in-service
   b. ( ) trying out teaching materials
   c. ( ) teaching Cornell students
   d. ( ) observation
   e. ( ) research in your own field
   f. ( ) participation in ceremonial occasion
   g. ( ) administrative responsibility for project
   h. ( ) accompanying a VIP (political or professional)
   i. ( ) help with a community problem
   j. ( ) Other_____

   _____

   _____

6. If you were teaching or trying out new teaching materials, may we please have copies of any written material you used and examples or sketches of visual aids? (Please attach.)
7. Were you able to accomplish your purpose? ( ) Yes ( ) No If not, please explain._____

   _____

   _____

   _____
8. Do you have any suggestions for making the project more effective? Please explain._____

   _____

   _____

   _____
9. What preparation did this visit require:

   a. by you?_____

   b. by project staff?_____

10. Was any follow-up of your visit planned?

a. ( ) another visit by you
b. ( ) another visit by one of your students
c. ( ) you will send literature
d. ( ) project member will visit you
e. ( ) Other_____

11. How did your visit compare with what you expected?_____

_____

_____

_____

_____

_____

12. We have become very sensitive to the attitude of area residents to research--was anything said that we should know about on this subject? _____

_____

_____

_____

13. We have identified several community problems which are outside the scope of this project but are of great concern to the people in the area. Did you pick up any information which you feel should go in our file on these topics?

a. ( ) Housing--especially displacement of poor people when buildings are renovated
b. ( ) Shopping facilities, especially for food: high prices, poor quality and poor selection
c. ( ) Day care centers--insufficient numbers
d. ( ) Distribution of surplus foods--long waits, inconvenient location, incomplete selection
e. ( ) Teenage drug use--parental attitudes, inadequate law enforcement

14. If this was not your first visit, please comment on any changes you noticed._____

_____

_____

_____

F 1217

Form # 700
10/28/70

Report on Cornell-OEO Work with Groups Outside the Project

Report Made by _____
(to be filled out by staff member responsible for program with help from GW or other staff if needed)

If information is not available, please write, "Don't know", or 'Does not apply' so we know a blank is not an oversight.

1. Purpose of meeting (Purpose of Cornell-OEO staff)

   a. ( ) teaching
   b. ( ) planning social action
   c. ( ) exhibition for general public
   d. ( ) getting people involved in community affairs
   e. ( ) other - describe _____

2. Topic(s) or Subject(s) _____

3. Date of meeting _____ 4. Time: from _____ to _____

5. Place of meeting _____

6. Type of group (check one)

   a. ( ) regularly scheduled class or workshop organized by project
   b. ( ) group that meets regularly, sponsored by another agency (parent's club, senior citizens, etc.)
   c. ( ) groups specially organized by a FA or project staff for this meeting
   d. ( ) public exhibit, open house, carnival, fair, fashion show, etc. Please specify _____
   e. ( ) initiative came from family which had been receiving service
   f. ( ) other (specify) _____

8. No. of persons attending (not employed by project) _____

9. How many persons attending already had had one-to-one work by a FA? _____
   Please list names or code numbers _____
   _____
   _____

10. How many showed interest in getting individual help from FA after attending the meeting? _____

11. Name or names of project staff participating _____
    _____
    _____

12. Type of presentation or activity (Check one or more)

a. ( ) lecture
b. ( ) discussion
c. ( ) film
d. ( ) field trip
e. ( ) demonstration with no audience participation
f. ( ) demonstration with audience participation
g. ( ) presentation of work completed previously
h. ( ) participation by group in activity presented
i. ( ) work on individual projects, with some one-to-one help
j. ( ) other (describe) _____

13. Language used in presentation ( ) Spanish ( ) English ( ) Both

14. Describe audience reaction - (Check one or more)

a. ( ) friendly
b. ( ) critical
c. ( ) very much interested
d. ( ) not interested
e. ( ) asked questions
f. ( ) other - or mixed (describe) _____

15. Did FA and GW consider this effort worthwhile? ( ) Yes ( ) No ( ) Not Sure
Did they agree? ( ) Yes ( ) No ( ) Not Sure

16. Is there any plan for the project staff to meet with the same groups again?

17. Would you present this topic in any different way if doing it again?
Explain. _____

18. What sort of preparation did you make? _____

19. How long did it take? _____

20. What materials or equipment did you use? _____

21. If there were any problems, please describe and tell what you did about them - (e.g. needed slide projector - stove out of order - no table - children disrupted, space too crowded, no storage space.) _____

22. Was there a baby-sitting arrangement? ( ) Yes ( ) No

23. How many used it? _____

24. How was the meeting publicized? _____
_____

25. Were there any reports afterwards (in newspapers or elsewhere)? _____
_____

26. Was there any feedback from others? _____
_____

27. Were any decisions made or action taken by this group as a result of discussion in the group meeting? _____
_____
_____

Form #

3/4/70

CORNELL-OEO PROJECT

Quarterly Report on Number of Families Helped

Report for period _____

		Number of families
1. Carried forward from previous reporting period _____		_____
a. Receiving service or pending as of _____	_____	
b. Assigned code numbers but service not started	_____	
2. Assigned code numbers during period _____		_____
3. Previously terminated but reopened _____		_____
4. Total active during this reporting period (Total of 1, 2, and 3)		_____
5. Service terminated during this period _____		_____
a. One visit only	_____	
b. More than one visit	_____	
c. No visits recorded	_____	
6. Service continuing		_____
a. One visit only	_____	
b. More than one visit	_____	
c. No visits recorded	_____	
7. Code number assigned but service not started yet		_____
8. Total number helped during this reporting period (Total of 5, 6, and 7--should equal #4)		_____
9. Total carried forward to following period (Total of 6 and 7)		_____

Family name _____ # _____ F.A.'s # _____ Visit Number

Problem Area	GW	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Money Management																																				
Shopping																																				
Food and Nutrition																																				
Surplus foods																																				
Clothing																																				
Sewing																																				
Care of Apartment																																				
Child Care																																				
School																																				
Health																																				
Housing																																				
Welfare																																				
Neighborhood Problems																																				
Legal and Cons. fraud																																				
Employment																																				
Language Handicap																																				
Isolation Lonliness																																				
Personal Confidential																																				
Total																																				